

Field Feedback Meeting 2a: Perkins Reserve Funds, Part 1

If you would, please 'rename' yourself to
include your full name and
district/organization.

Thank you!

Wednesday, March 24, 2021

4:00-5:30pm EST



Agenda

- Welcome and brief introductions
- Meeting objectives
 - RIDE shares high-level overview of CLNA feedback meeting for context
 - RIDE provides general overview of Perkins Reserve Funds and grant opportunities
 - *CTE Teacher, Equity, Career Exploration, and Postsecondary Partnerships*
 - RIDE shares results from recent field survey
 - RIDE shares current thinking around CTE Teacher grant
- Stakeholder feedback session—*what are the best uses of these funds?*
- Reflections and next steps

Comprehensive Local Needs Assessment Takeaways

On March 10, RIDE held its first Field Feedback meeting on the CLNA. The following are high-level takeaways for what went well, where we can improve, and how LEAs might share this information publicly:

Positives	Opportunities to Improve	Sharing Out
<ul style="list-style-type: none">▪ That it got done despite tough circumstances!▪ RIDE flexibility with support & guidance and extensions, when needed▪ Opportunity to sit down and really look deeply at the data which was informative and helpful	<ul style="list-style-type: none">▪ CLNA format needs to be streamlined, questions were too repetitive▪ Specific guidance on what data to collect and then how to compile and format this data▪ Ability to embed images	<ul style="list-style-type: none">▪ Have a standard format for a summary document that every LEA uses▪ Engage school committees/boards with a biannual presentation▪ Look at what other states have done in terms of formatting and sharing

Perkins Reserve Funds Information

[The Rhode Island Perkins V Plan](#) states that RIDE will distribute funds among CTE at the secondary level, or CTE at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace.

The Reserve Funds allocates 75% for secondary programs and 25% for postsecondary programs:

- The secondary Reserve Funds will be used for Equity Grants, Career Exploration Grants, and CTE Teacher Grants.
- The postsecondary Reserve Funds will be used for Postsecondary Partnership Grants.
- RIDE will award these Reserve Fund grants on a competitive basis, with all grantees required to report on outcomes to RIDE.
- Total Reserve Fund for FY21 is approximately \$500K

Reserve Funds – February 2021 Field Survey

RIDE has \$500,000 in Reserve Funds to disseminate to the field, but many CTE programs and staff have been dramatically impacted by Covid19 and expressed concerns to RIDE about a competitive reserve funds application.

In order to better understand the capacity of each LEA to apply for these competitive funds, RIDE released a Reserve Funds survey in the statewide weekly Field memo.

- 22 of 35 LEAs responded (63% response rate)

LEAs felt they had the capacity and interest in applying for the following grants:

- **CTE Teacher grant in April/May (16 of 22)**
 - *Can fund CTE teacher certification or CTE teacher professional learning*
- Career Exploration and/or Equity grants in Summer/Fall (21 of 22)
- Postsecondary Partnership was not included in the survey

Proposed CTE Teacher Grant

Understanding that there is great excitement and demand for the CTE Teacher grant, we started to formalize the process and requirements for its release. The following represents our current thinking:

CTE Teacher Certification

- The CTE teacher's career cluster aligns to one of the priority industry sectors as determined by the [Governor's Workforce Board](#)
- The CTE teacher is currently employed in a Title I school
- Diverse CTE candidates will be given priority
- RIDE and the LEA will cost-share the \$6500 cost for RWU certification; LEA may require to cost-share with the CTE teacher
- **Recommended:** the CTE teacher will 'owe' their district **two** years for getting certified

CTE Teacher PL

- The PL activity supports a high-growth/high-demand career cluster
- The PL activity supports the skills and knowledge to establish a coherent feeder program between the LEA's middle school and high school
- All PL must be relevant, differentiated, purposeful, and sustained
- All PL must directly connect with the CTEBOT standard for which the CTE teacher's program is approved

Offering Feedback on Reserve Funds

*What do you like about our proposed approach for the **CTE Teacher grant**? What else would you like for us to consider?*

*What should we consider as we develop the **Career Exploration, Equity, and Postsecondary Partnership grants**? Do we even ‘do’ all of these? If not, which ones do we prioritize?*

Does our proposed timeline make sense?

Reflections

*What were the main takeaways
from each breakout room?*

- ✓ CTE Teacher grant...
- ✓ The other grants...
 - ✓ Timeline...

Upcoming Field Feedback meetings

In order to understand the field's perspective on the best way to operationalize the requirements of Perkins V, RIDE is proposing a series of Field Feedback meetings to take place in March and April.

- RIDE is proposing a series of five facilitated feedback meetings:
 - ~~Meeting 1: Comprehensive Local Needs Assessments (CLNAs) (60 minutes) Week of 3/8~~
 - ~~Meeting 2a: Perkins Reserve funds, Part I (90 minutes) 3/24, 4-5:30pm~~
 - Meeting 2b: Perkins formula fund application, Part II (60 minutes) 3/31, 4-5pm
 - Meeting 3a: CTE Program Audit & Technical Assistance, Part I (90 minutes) 4/5, 4-5:30pm
 - Meeting 3b: CTE Program Audit & Technical Assistance, Part II (60 minutes) 4/14, 4-5pm

**Invitations, agendas, and Zoom details will be shared beginning week of 3/1 in the Commissioner's weekly field memo*